



Education Support Program

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S.O.22

Improved Access to Education

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Table of Contents

Commonly Used Acronyms	3
Executive Summary.....	4
Progress-to-date Indicators.....	6
Introduction	7
Program Objectives	8
Program Objective 1: Most impacted areas and highest concentration of newly hired teachers identified through a Rapid Assessment (RA) Rapid Assessment	8
Program Objective 2: School Governance supported through strengthening Social Work Departments (SWDs)/Boards of Trustees (BoTs).....	8
Program Objective 3: Provide ESP support for assistant teachers’ professional development	19
Program Objective 4: District level instructional leadership strengthened.....	24
Program Objective 5: Establish a participatory monitoring and evaluation system	24
Program Objective 6: An effective and appropriate communication strategy developed and applied	25

Commonly Used Acronyms

AIR	American Institutes for Research
ASW	Assistant Social Worker
AT	Assistant Teacher
AUC	American University in Cairo
AWP	Annual Work Plan
BoT	Board of Trustees
BoTAT	Board of Trustees Assessment Tool
EGRA	Early Grade Reading Assessment Tool
ERP	Education Reform Program
ESP	Education Support Program
GILO	Girls Improved Learning Outcomes
ILD	Instructional Leadership Development
LRC	Learning Resource Center
MoE	Ministry of Education
MoU	Memorandum of Understanding
PAT	Professional Academy for Teachers
PD	Professional Development
QAU	Quality Assurance Unit
RA	Rapid Assessment
R&W	Reading & writing
SCOPE	Standardized Classroom Observation Protocol
SIP	School Improvement Plan
SWD	Social Work Department
ToT	Training of Trainers
TPD	Teacher Professional Development
TSU	Technical Support Unit

Executive Summary

Education is at the heart of Egypt's transitional process towards democratization and reform. The Education Support Program (ESP) aims to support educational service delivery for Egyptian children during a very critical and unique time in Egypt's history. The ESP team regards education as an opportunity to aid and enhance Egypt's reform process.

Since the political revolution in Egypt that began on January 25, 2011, Egyptian schools have undergone changes relating to two crucial elements of the country's human resource capital supporting education. The first element redefined the role that school Boards of Trustees (BoTs) play in promoting citizenship, governance, and community participation. The second element involved the Ministry of Education's (MoE) decision to hire thousands of young Egyptians as new Assistant Teachers (ATs). Those young teachers bring a renewed hope to the education system for improving education quality, largely inspired by the values of the Arab Spring: human rights, dignity, and justice. The new role of the BoTs and the infusion of young ATs into the education system underscore the principal focus areas of ESP.

In the beginning of Year 2, ESP implemented newly added and modified activities to meet the needs in both focus areas. These activities included developing and implementing a remedial reading and writing program, initiating Science Clubs, building BoTs' capacity to support at-risk students, building the capacity of school-based mentors, supporting the selection and training of school leaders, and supporting the certification of 50 local MoE training units. ESP also increased the target number of trained ATs to 100,000 and modified the indicators, activities, and the report accordingly.

On the 13th of October 2014, USAID informed AIR of its intention to wind up certain activities at ESP and some of USAID Egypt's other programs. Consequently, ESP suspended all of its activities for the October – December 2013 quarter except for completing those activities approved by USAID to continue in the short-term: the existing Science Club activities, the remedial reading intervention, and the AT training. Due to the wind-up discussions with USAID, ESP suspended other program activities; as such, some of the project goals were not achieved according to the original timeline.

Throughout this quarter, Social Work Departments (SWDs) independently continued BoT training where 398 new BoTs were trained, bringing the total number to 20,189 trained BoTs to date.

Throughout this quarter, ESP continued to support the implementation of Science Clubs through working with BoTs. ESP assisted schools to train 121 teachers to participate in the Science Clubs. To date, 1,475 students completed more than 10 Science Club sessions. ESP witnessed a number of success stories in the rollout of new Science Clubs and BoT plans to expand the implementation of the older, existing Science Clubs. Further, the community in some governorates (e.g., Kafr El Sheikh and Fayoum) celebrated the success of the Science Clubs by holding a Science Club Festival. The details of this festival are highlighted within this report.

ESP also continued to support the remedial reading and writing intervention despite this semester's short duration, which posed a challenge to the full implementation of the program. Therefore, ESP held meetings to propose alternative ways to add teaching hours to the program, which resulted in schools implementing the program as a weekend or summer activity. To date,

13,964 students have completed a minimum of 28 hours in the remedial program. Further, ESP trained 150 new trainers this quarter to support the implementation and monitoring of the program. ESP also conducted 15 focus groups with a total of 200 participants in different regions, to evaluate and provide feedback to enhance the program.

Working with the Professional Academy for Teachers (PAT) and the local training departments, ESP trained 17,968 ATs on certified additional modules. ESP also coordinated with PAT to certify four new training programs.

This report discusses the milestones and achievements of ESP between April and June 2014. It elaborates on the highlights provided in this summary and details the activities ESP initiated and implemented during this quarter. ESP is committed to continuing to provide the utmost support to the process of delivering quality education to all Egyptians.

Progress-to-date Indicators

Indicators	Previous Quarters	Current Quarter	Project to Date	Life of Project Target
Number of Idarra-level SWDs that completed the ESP- developed training package endorsed by the MoE	271	0	271	271
Number of BoTs that completed the MoE- endorsed BoT training course	19,791	398	20,189	25,000
Number of students in selected schools who participated in reading/writing activities.	6,735	7,229	13,964	20,000
Number of students in selected schools who participated in Science Clubs	1,186	289	1,475	3,000
Number of Mudderia and Idarra-level trainers certified by PAT to deliver specific courses	381	0	381	520
Number of newly hired teachers who completed the PAT-certified training course	115,053	0	115,053	100,000
Percentage of newly hired teachers who successfully passed the PAT-certified training course	99%	0	99%	80%
Number of schools/Idarra potential leaders who successfully completed the PAT-certified leadership training package	2,684	0	2,684*	3,000
Number of mentors who completed the PAT-certified training package	3,502	0	3,502*	10,000
Percentage of mentors who successfully completed the PAT-certified training package	100%	0	100%	10,000
Number of Idarra leadership teams that successfully completed ESP-developed contingency planning training package	22	0	22*	50

*These three activities were suspended with the ESP wind-up plan and were not included in the recent approved ESP no-cost extension modification that followed the reversal of the USG wind-up plan.

Introduction

The USAID-funded Education Support Program (ESP) builds on the institutional achievements of the previous Education Reform Program (ERP). ESP strives to strengthen the local educational structures that support teacher professional development and community involvement in educational decision-making and quality improvement. ESP also seeks to work with the MoE to augment its capacity to develop and manage local-level crisis contingency planning, with the goal of reducing the negative impacts of future political and social disruptions to the school system and ongoing delivery of educational services.

One of the intended positive outcomes of ESP's work is to strengthen the MoE's ability to support and reinforce BoTs. This will enable BoTs to become more effective at addressing community-level school needs and responding to current and future education system fragility. For example, strengthening local MoE capacity to implement and support professional development activities will address the need to rapidly increase the skills of recently hired ATs. Additionally, all of ESP's efforts will continue to augment women's participation in governance processes and girls' access to and ongoing participation in school.

ESP has drawn on ERP's experience and expertise to enhance the Egyptian education system's capacity for good governance and data-driven decision-making from the community level to the district and central levels. The emphasis has been on addressing the needs of children in the "most impacted areas," including a focus on security and the ability of BoTs to improve access, retention, and learning outcomes among these same children and communities.

This report presents the main project activities during the period from April to June 2014.

Program Objectives

Program Objective 1: Most impacted areas and highest concentration of newly hired teachers identified through a Rapid Assessment (RA)

Task 1: *Work with MoE at central and field level to design and carry out the RA and to reach agreement on work priorities for assistant teachers training and in most impacted geographic areas.*

Sub-Task 1.1: *Continue using RA data to inform the design of new training modules for teachers and project programming.*

ESP achieved and reported on this sub-task in previous quarters.

Program Objective 2: School Governance supported through strengthening Social Work Departments (SWDs)/Boards of Trustees (BoTs)

Task 2.1: *Work with SWDs countrywide to build the capacity of at least 25,000 BoT.*

Sub-Task 2.1.1: *Train idarra level SWD trainers to train BoTs.*

Sub-Task 2.1.2: *Capacity building of SWD leaders and supervisors. (2,700 SWD officials)*

SWD trainers received their ToT training that would enable them to train planning teams within SWDs. During this quarter, ESP supported the SWD trainers to train 88 out of a targeted 100 SWD planning teams. As a result of this training, planning teams developed capacity building plans of their respective BoTs in response to BoTs' actual needs.

In order to develop a capacity building plan, the SWD planning team in each Idarra had to complete the following phases:

- A two-day training workshop that focused techniques for assessing BoT training needs;
- Field application using the Board of Trustees Assessment Tool (BoTAT) to assess the needs of sample BoTs; and

- A three-day training workshop that focused on analyzing assessment results and developing capacity building plans.

Sub-Task 2.1.3: Ensuring that SWDs develop and implement capacity building plans for 60% of BoTs countrywide

During this quarter, SWD trainers independently completed the training of 398 additional BoTs in Giza, Minia and Beni Sweif, bringing the total number of trained BoTs to 20,189.

Idarra-level SWDs were slow to provide capacity building training for BOTs during this quarter. ESP leadership will work with SWDs at different levels to prioritize BOTs capacity building.

Sub-Task 2.1.4: Raising awareness of key MoE officials, school staff, and key community leaders in 5 governorates on community participation and role of BoTs in school governance.

ESP achieved and reported on this sub-task in previous quarters.

Sub-Task 2.1.5: Develop and implement strategy to enhance women's participation in support of the education processes in selected BoTs.

During this quarter, the Idarra-level teams formed in the previous quarter implemented fieldwork plans that lasted 2-3 weeks, after which the teams documented results in reports that were submitted from each Idarra. The fieldwork plans included:

- Meetings with school management and BoTs of selected schools to discuss the importance of women's participation in supporting education;
- Focus groups with mothers to discuss barriers to participation and their recommendations to improve participation level;
- Meetings with NGO and private sector representatives to discuss potential support that could be offered to increase women's participation at the school level; and
- Meetings with key MoE personnel at the Idarra level to discuss increasing women's participation and next steps.

As a follow-up step, ESP implemented a two-day workshop for the Idarra-level teams to:

- 1) Discuss the findings of the fieldwork;
- 2) Identify the most common interventions to increase women's participation; and
- 3) Develop an action plan for next steps; including a Community Conference.

The workshop covered the following initiatives:

- 1) Establishing communication channels between mothers and schools;
- 2) Building the mothers' skill sets to enable them to participate effectively; and
- 3) Raising awareness on the importance of increasing women's participation.

ESP will work with Idarra teams, as a follow-up step, to work with BoT sub-committees at the school level to develop action plans to implement the aforementioned interventions.

Task 2.1.6: Building BoT capacity to support at-risk students (1,000 BoTs)

BoTs formed sub-committees to address the issues around at-risk students and prepare members for upcoming training that will be provided by SWD trainers. Following this, SWD trainers started implementing their action plans; to train 1,000 BoTs in 29 selected Idarras on supporting at-risk students. To date, a total of 361 BoTs completed both parts of the training in addition to 326 BoTs which completed the first part.

It was observed during the training workshops, which took place during this quarter, that BoT members expressed a great interest in supporting at-risk students. Both the SWD trainers and BoT members conveyed their deep appreciation of this training module, since it taught them practically and scientifically how to address a crucial educational challenge.

Task 2.2: Work with MoE to establish a sound remedial reading program for grade 4 to 8 students

Sub-Task 2.2.1: Develop remedial reading and writing program strategy and materials

ESP designed and organized a total of 15 focus groups – three in each of the five regions. The groups included teachers, supervisors and school managers who participated in implementing the remedial reading and writing program. The main objectives of the focus groups were to: pinpoint obstacles facing the program, identify activities for students that would be added to the materials, and listen to other suggestions for enhancing the teacher's guide and the student activity workbooks for the remedial program for levels (A) & (B).

Around 200 participants joined the focus groups. In May 2014, ESP conducted a three-day workshop with 15 facilitators who documented the focus group discussions as representatives of their respective groups. During the workshop, participants discussed comments, ideas, and suggestions for improving programming. Following their participation in the focus groups, a number of participants shared findings and information with their BoTs regarding the remedial program and its effectiveness for students and suggested that the program be replicated in other schools in their Idarras next year.

Sub-Task 2.2.2: Select target Idarras, schools, and students

This sub-task was achieved and reported on in previous quarters.

Sub-Task 2.2.3: Training teachers and supervisors on implementing and monitoring the remedial program

To enhance the capacity of the literacy units in all governorates, ESP continued training a new group of 150 trainers. After the March workshop on how to administer the screening test, those trained administered the test in 27 governorates on a sample population proportional to the number of trainees from every governorate. The total sample population was around 4,500 students. The specifics of these activities included the following:

- ESP held a two-day workshop for master trainers, for final preparation of the workshop and the session plans.
- ESP also held a four-day training workshop for the 150 selected trainers (literacy unit staff) from all governorates. The workshop was divided into three parts. Part 1 included an introduction to the remedial program level A, technical issues related to literacy, how to organize classes, and timing for teaching the program during the school day. Part 2 covered the practical “micro-teaching” to ensure that trainees understand teaching skills and how to effectively use the monitoring tool. Part 3 gave participants time to practice using the manual to train teachers. They introduced the trainer manual in front of their colleagues and received feedback from other participants on their delivery.
- After the workshop, the literacy unit teams participated with the ESP team in introducing the remedial program for Mudderia leaders in all governorates, Idarra managers and BoTs.
- In some governorates, the trainees administered the test to more than the required sample because they discovered that a large percentage of students demonstrated lower skills than expected.
- In Alexandria and Gharbia, the literacy units planned to introduce the remedial program to all BoT chairpersons, parents and literacy school officers’ during July 2014.

ESP is currently planning with the central literacy units to support the literacy planning teams in all governorates to develop plans for rolling out the remedial program in their governorates.

Sub-Task 2.2.4: Pilot and monitor remedial reading and writing program

Due to the delayed start of the second term, the school teachers were unable to complete teaching the full sessions for the remedial program (level B). Consequently, ESP staff conducted a series of meetings with school leaders, supervisors and teachers to strategically plan for adding teaching hours in different schools, each according to its situation and challenges. To date, 13,964 students have completed a minimum of 28 contact hours in the remedial program.

ESP also held a meeting to exchange experiences among schools managers, review the summer activities process, and develop a work plan for each school. ESP led the discussion that centered on the role of different stakeholders (including Arabic teachers, supervisors, social workers, and BoTs) in follow-up summer activities.

A number of schools added “weekend activities” during Fridays or Saturdays, but most schools organized “summer activities” after the end-of-year exams. The teachers worked voluntarily to help students complete the remedial course.

Because of the shortage number of Arabic teachers, the literacy unit trained new teachers to cover the needs of summer activities. Additionally, ESP staff supported schools to prepare plans

and implement procedures to attract students to summer camps. This was achieved through various strategies, including:

- announcing the camp schedule to students through classes;
- sending invitations from SWDs to the students' parents detailing the program & time of activities;
- organizing a "summer activities" team that included teachers, social workers, and sports and arts teachers;
- distributing appreciation certificates for all students by the end of the camp and gifts presented from the schools, teachers, and BoTs in the schools;
- coordinating with Arabic supervisors to monitor the program while focusing on the quality of teaching;
- including outdoors activities in the summer programs that were more attractive for students, such as music, athletic/sport activities, library, and theatre; and
- including BoT and Idarra leaders in summer activities and the final celebration. A number of schools offered gifts, trips and most schools celebrated by ending the activities while distributing appreciation certificates to all participating students.

The main challenge different Idarras faced was the high rate of student absenteeism before the end of the school year. Also, sixth-graders who moved to the preparatory stage refused to attend the summer activities (to complete the remedial program) in their primary schools.

ESP staff coordinated with Idarra managers to administer the EGRA+ post-test during the end of the year and also during summer activities. ESP-trained enumerators administered EGRA+ post-test for three groups of students: students who only studied level A, students who only studied level B, and students who studied level B after they finished level A (B extended), as detailed in the below table.

Number of Students in EGRA+ Assessment

Q	Governorate	# Idarras	Level B extended		# Idarras (New Idarras)	Level A		Level B	
			Post			post		post	
			T	C		T	C	T	C
1	Cairo	3	75	89	0	N/A	N/A	N/A	N/A
2	Alexandria	1	24	41	0				
3	Gharbia	1	44	72	1	100	97	97	99
4	Minia	2	98	92	0	115	118	77	62
5	Qena	2	83	90	1	48	48	43	55
6	Ismailia	2	97	105	2	97	97	101	105
7	Dakahlia	N/A	N/A	N/A	3	51	52	40	40
8	Sohag	N/A	N/A	N/A	2	69	71	58	60
9	Kafr El Sheikh	N/A	N/A	N/A	2	93	94	27	30
10	Fayoum	N/A	N/A	N/A	3	76	81	61	59
	Total sample	11	421	489	14	649	658	504	510
	Total	11	910		14	1,307		1,014	

ESP observed an outstanding improvement in student achievement levels in Nesheel Primary School in Qutoor Idarra, Gharbia governorate as a result of the remedial writing and reading program, level A. This led the idarra director, along with BoTs, to extend the program to cover three primary schools in Qotoor while providing volunteer teachers who were trained by the Idarra's literacy unit. As a result, the students will start coming during the first week of July 2014.

"My son can now read anything and is more capable of spelling, and hence correct reading of text."

- A mother

The following are quotes from parents commenting about the implementation of the remedial reading - level B, Tobhar Primary School, Fayoum governorate.

"I have three children: two sons got their diplomas and still cannot read and/or write and Amina re-sits the exam of one or two subjects every year. This is the first time she passes without re-sitting for the exam! I hope she can fulfill my dream of being able to read and write."

Amina's mother.

"Islam was a low achiever and was used to sitting at the back of the class without participating. However, he now improved and even though he is not perfect, he comes home from school happy and would share with me that he participated in class and responded correctly. This might be his first time"

Islam's mother.



“Their children started loving the school through this reading improvement program; they actually perform their reading-related homework prior to doing their school-related homework.”

- Head of a BoT



Task2.3: Support Idarra to promote school-based science clubs

Sub-Task 2.3.1: Working with MoE and other partners to prepare for the implementation of science clubs.

This quarter ESP organized a series of meetings and workshops with MoE and BoT leaders and Idarra-level support teams in order to discuss:

- Progress of the Science Clubs and obstacles facing implementation;
- Plans for working during summer;
- Preparations for holding Science Festivals for the first group of Science Clubs; and
- Promotion of the Science Club model to other Idarras.

As a result of these meetings, each Idarra developed its own plan for working during the summer period. Plans included activities such as regular club sessions, summer camps, and educational trips.

Engaging stakeholders in Science Clubs reinforces their sense of ownership over the model, which leads them to share and expand to other Idarras. For example, Idarra leaders in Kafr El-Sheikh governorate, where ESP implements Science Clubs, initiated discussions with leaders of Desouk Idarra (non-ESP) Local Exploratory Center of Science and Technology and the SWD to develop plans to promote the initiation of Science Clubs within the Desouk Idarra, and to sustain the efforts at the existing clubs in Kafr El-Sheikh Idarra. They agreed on:

- Training 16 teachers on scientific research methodology;
- Starting four Science Clubs in Desouk Idarra and an additional six clubs in Kafr El-Sheikh Idarra where BoTs will provide the financial support needed;
- SWDs providing a refresher training workshop for BoTs of schools where Science Clubs are implemented; and
- Kafr El-Sheikh's training unit training all basic education teachers on scientific research skills in the two Idarras .

Sub-Task 2.3.2: Participating teachers and students in the science clubs received training on scientific inquiry.

ESP coordinated with Intel trainers to organize a two-day ToT for the selected 16 trainers who are supporting Idarras where new Science Clubs are being implemented. The purpose of this workshop was to prepare trainers on ways that new Science Club teachers can support students upon starting their scientific projects. The ToT content focused on:

- Constructivist theory of learning;
- Habits of mind;
- Creative thinking; and
- Supporting students through the scientific research steps.

After the workshop, ESP supported the trainers to hold a three-day refresher workshop on the content for teachers. A total of 121 teachers received the training, along with Idarra-level support teams. In addition to the refresher workshops supported by ESP, the project also led other efforts to build teacher capacity. For example:

- To enhance the work at the old Science Clubs in Giza, ESP held a one-day workshop for teachers in each of the two Idarras within Giza where ESP implements the model. These workshops focused on introducing the concepts of constructivist theory of learning, habits of mind, and discussing potential challenges they might face when supporting their students.
- Teachers of old and new clubs held meetings to exchange experiences and develop their plans for the summer period.
- The Technology Development Center of Damanhour Idarra proposed an initiative to train Science Club teachers in advanced scientific research skills.

Sub-Task2.3.3: Building BoTs capacity to support the implementation of the science clubs.

BoTs continued to provide support to Science Clubs. Below are some examples reflecting the activities to build BoT capacity and their important role in independently supporting inquiry-based learning in their schools.

Cairo Governorate: The Mudderia-level's BoT decided to promote the Science Club model to the remaining 31 Idarras of Cairo governorate with the support of SWD. The last Mudderia BoT meeting decided that each Idarra-level BoT would establish a Science Club and support it with EGP 500. The club would cater to all interested primary, preparatory, and secondary stage students. The BoTs will provide financial support to train teachers who will facilitate the sessions of the clubs, print teachers' and students' guides, and purchase tools and material needed for the clubs. The ESP-trained trainers will facilitate the teachers' training. Also, the Mudderia leaders along with Mudderia's BoT will form an Idarra-level support team to provide technical assistance to the established clubs. This is an exemplary model reflecting how BoTs could expand and replicate the Science Club model to other Idarras.

Fayoum Governorate: The Mudderia-level's BoT supported the implementation of the Science Festival that was held at the governorate-level by providing EGP 4,000. Students of Science Clubs, parents, MoE officials, and community leaders attended the Festival. The festival is described in greater detail below.

Kafr El Sheikh Governorate: The Idarra-level's BoT supported the implementation of the Science Festival that was held at the Idarra-level by providing EGP 2,100. Students of Science Clubs, parents, MoE officials, and community leaders attended the event. The festival is described in greater detail below.

Menofia Governorate: The project held a two-day workshop for BoT members of the Science Clubs schools in Ashmoun and Shohada Idarras of Menofia governorate. The main objective of these workshops was to ensure that BoTs understood their roles in supporting the Science Clubs and the importance of mobilizing community support for the clubs. Towards the end of the

workshop, each school BoT developed its plan to support the Science Club during the summer period.

Behaira Governorate: After meetings with Idarra-level BoT of Damanhour Idarra, the Damanhour Public Library and the Science Clubs signed a cooperation to benefit from the existing Science Club at the Library.

Sub-Task 2.3.4: Piloting science clubs in 70 schools

To make up for lost time due to suspension of activities during wind-up and the disrupted school year, ESP supported partners' implementation of their plans for working during the summer period. These plans included activities such as: regular club sessions, summer camps, and educational trips. To date, 1,475 students completed the minimum required number of Science Club sessions.

During this quarter, two Science Festivals were implemented in Kafr El-Sheikh and Fayoum governorates. The common objectives of these Festivals were to accomplish the following:

- Provide a chance for the Science Club students to present their research/projects to the public to enhance their presentation skills and enable them to receive feedback on their projects.
- Promote the Science Club model as an activity that introduces scientific thinking, scientific research and inquiry-based learning of the students among students of other schools, parents, educators, and community in general.
- Celebrate the accomplishments of Science Club teachers, Idarra-level support teams, and others who contributed to the successful implementation of the model.

"... my daughter used to memorize her subjects like any other girl. After she joined the Science Club, I noticed that she started to think of alternative uses of available material, turn them into toys - a sort of recycling ..."

Parent who attended Fayoum Science Festival

ESP introduced the idea of holding the Science Festival as part of the Science Club model to the Mudderia and Idarra level BoTs, SWD, and other MoE leaders. This was accomplished through workshops that were followed by a series of preparation meetings. A preparation team was formed in each governorate with attendees representing SWD, BoT, Science Club teachers, Support Teams, and others. These teams worked with the students of Science Clubs in order to prepare presentation boards, science shows, and other sessions for the event. Some highlights from the festivals include:

- Demonstration of successful teamwork and joint efforts between BoT, SWD, teachers, and others to lead the preparation and implementation of these events;
- Mudderia and Idarra-level BoTs contributed financially to the implementation of these Festivals as mentioned above;

- Participation of key MoE personnel in these events that resulted in their willingness to extend the model to other Idarras; and
- Two educational trips for students in Kafr El-Sheikh governorate: one trip to Desouk Exploratory Center, and the other to the Exploratory Center.

During this quarter, students who were working on their own projects and research received a three-day training workshop prepared by the Technology Development Center of Giza and Intel trainers. Through these workshops, students received feedback and technical assistance on their projects and research.

Program Objective 3: Provide ESP support for assistant teachers' professional development

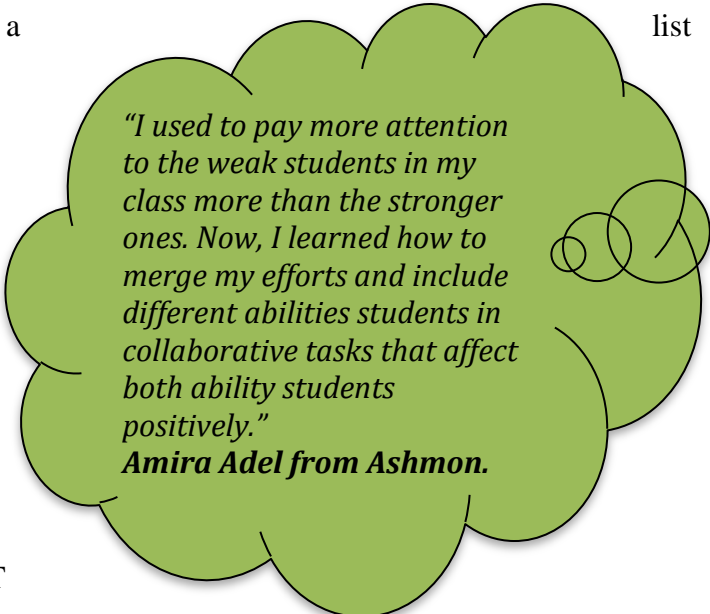
Task 3: Work with PAT and other relevant MoE partners to train 100,000 newly hired Assistant Teacher

Sub-Task 3.1: Train ATs using PAT-certified courses (100,000 ATs)

ESP continues its support to the PAT and the Local Training departments to build the capacity of the newly hired ATs in all regions. After successfully completing the core course "Teaching Applications in the classroom," ATs were invited to select two training modules from a list of additional generic and subject-specific modules.

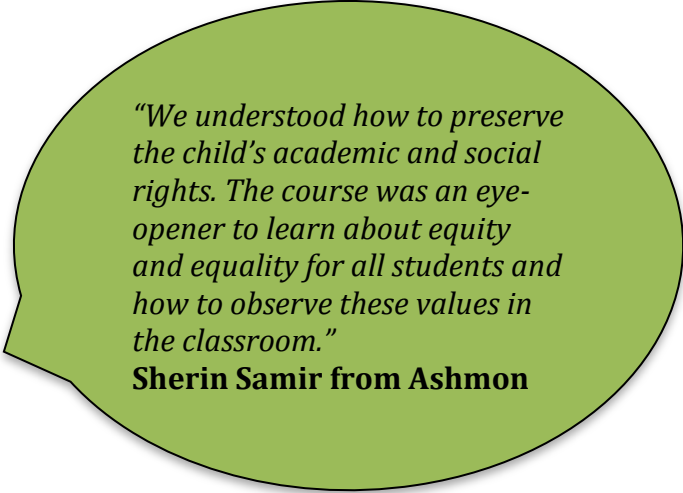
It was challenging for Assistant Teachers to find time for the workshops during this quarter because of final exams, in addition to the fact that most of them returned to their home villages after the school year ended. To mitigate this challenge, ESP coordinated between different governorates, PAT branches, and local training departments in Mudderias and Idarras. In addition, ESP provided activities to enhance this coordination and improve the quality of AT training, including:

- planning sessions with local training units to develop the training plan at each governorate level;
- training on the database of certified trainers on the basic modules and complementary modules;
- skills training to members of the training departments on topics such as technical monitoring and follow up skills, teamwork, and elements of quality training;
- on-the-job mentoring and training on roles and responsibilities of managers and specialists; and



"I used to pay more attention to the weak students in my class more than the stronger ones. Now, I learned how to merge my efforts and include different abilities students in collaborative tasks that affect both ability students positively."

Amira Adel from Ashmon.



"We understood how to preserve the child's academic and social rights. The course was an eye-opener to learn about equity and equality for all students and how to observe these values in the classroom."

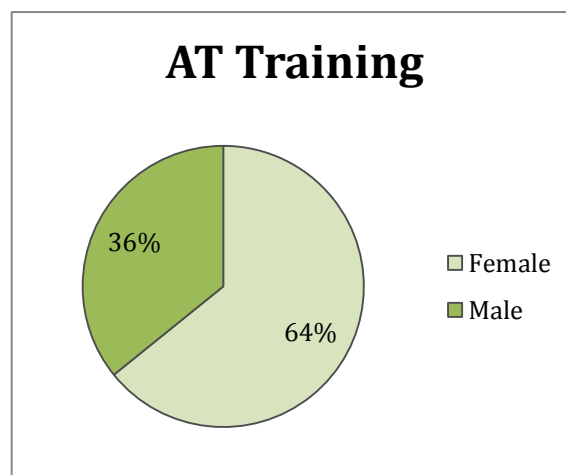
Sherin Samir from Ashmon

- technical assistance for training new local trainers.

Despite this semester's challenges, a large number of training courses for the Assistant Teachers were conducted as a result of the technical support and excellent coordination efforts with local partners.

This quarter, 17,968 Assistant Teachers were trained (11,533 females and 6,435 males) on the certified additional training modules.

The majority of trained ATs this quarter were primary ATs (10,279), in addition to teachers from different stages as per the chart below. The ATs were from five main subject areas: Arabic, English, Mathematics, Science, and Social Studies.



Total Number of Trained ATs by Grade and Gender

	Primary	Others	Preparatory	Secondary	KG	Female	Male	Total
Aswan	631	10	675	68	24	1,012	396	1,408
Assiut	527	11	233	331	8	833	277	1,110
Alex	62	1	5	0	0	33	35	68
Behaira	1113	45	566	174	137	1,484	551	2,035
Giza	235	0	340	204	0	605	174	779
Dakahlia	11	0	12	0	0	21	2	23
Suez	10	2	18	6	4	34	6	40
Sharkia	70	0	87	16	0	132	41	173
Fayoum	490	1	237	33	0	477	284	761
Qalyoubia	155	0	111	102	0	298	70	368
Menofia	334	0	380	95	26	591	244	835
Minia	3,311	2	937	265	31	2,504	2,042	4,546
Beni Sweif	777	1	414	216	26	792	642	1,434
Sohag	1,071	9	435	64	0	869	710	1,579
Qena	676	8	293	110	0	624	463	1,087
Kafr El Sheikh	798	136	530	255	3	1,224	498	1,722
Total	10,271	226	5,273	1,939	259	11,533	6,435	17,968
%	57%	1%	29%	11%	2%	64%	36%	100%

Total Number of Trained ATs By additional courses

Governorate	Creative Math Teaching	Using Maps to Teach Social	Using Labs to Teach Science	Reflective teaching, and human	Teaching Applications for KG Teachers	Practical Applications for Social Workers	Teaching the Four Skills in English	Using Instructional Materials and Learning Styles	Teaching Arabic grammar	TOTAL
Aswan	98	90	104	121	25	0	201	692	77	1,408
Assiut	0	0	0	554	0	0	0	556	0	1,110
Alex	0	0	0	0	0	0	0	0	68	68
Behaira	70	76	35	469	137	67	107	645	429	2,035
Giza	0	0	0	389	0	0	0	390	0	779
Dakahlia	0	0	0	0	0	0	23	0	0	23
Suez	0	0	0	20	0	0	0	20	0	40
Sharkia	0	0	0	16	0	0	70	87	0	173
Fayoum	24	0	0	49	0	0	0	512	176	761
Qalyoubia	0	0	0	264	0	87	0	17	0	368
Menofia	0	0	0	389	0	0	122	324	0	835
Minia	110	215	12	1,833	55	92	58	1,895	276	4,546
Beni Sweif	32	31	0	236	25	68	49	965	28	1434
Sohag	231	84	76	456	0	0	134	422	176	1579
Qena	51	0	25	333	0	15	28	535	100	1087
Kafr El Sheikh	0	0	54	1,086	0	0	0	517	65	1,722
Total	616	496	306	6,215	242	329	792	7,577	1,395	17,968

Sub-Task 3.2: Work with PAT to certify MoE trainers for specific courses

Due to the recent change in PAT Leadership, PAT put certification of trainers on hold until the new leadership has fully grasped the spectrum of PAT functions and the achievements over the past three years with support from ESP. More than 1500 trainers have been certified by PAT to date, and trainer certification is expected to resume in August 2014 according to the recent agreement with the new PAT leadership.

Sub-Task 3.3: Work with PAT to identify and develop additional AT training courses/modules

This quarter, ESP coordinated with PAT to certify four new training programs that cover the following:

- Planning for BoT capacity building;
- Enabling BoTs to identify and support at-risk students;
- Contingency planning; and
- Improving reading and writing skills for students in the upper grade levels within the Basic Education stage (Level B).

ESP is currently planning to support PAT to develop a professional development matrix which can help identify certified training programs for each level of teachers on the Cadre and for leadership positions.

Sub-Task 3.4: Establish PAT's National Professional Development Resources Center (PDRC)

ESP continues to coordinate with the new Director of PAT in order to inaugurate and operationalize the PDRC.

Sub-Task 3.5: Establish quality professional development standards

ESP coordinated with PAT to conduct the Professional Development System Study to provide a better understanding of the system and identify areas of improvement. ESP worked closely with this study's consultant and research experts at AIR Headquarters to finalize the population sample.

The study is taking place in ten governorates in order to have a representative sample reflecting diversity in terms of geographic location (urban, rural and remote areas) and socioeconomic levels. The study includes in-person interviews with key staff members in the training system such as managers at PAT and its branches and heads of training departments in the Mudderias. Additionally, surveys are distributed to collect data from beneficiaries of training such as school principals, supervisors, mentors, trainers and teachers.

This quarter, the team selected data collectors from a pool of MoE professionals who were trained by ESP as part of the Impact Assessment study; they were also part of teacher

observation using SCOPE in ERP and the rapid assessment that was conducted at the start-up of ESP. In order to refresh their skills, ESP planned and delivered a two-day orientation for data collectors on using the study tools and administering semi-structured interviews for the leaders. During the orientation, the study consultant conducted a troubleshooting session with data collectors in which potential challenging scenarios were discussed, along with suggested solutions.

ESP management coordinated with PAT leaders to provide governorates with formal letters that included instructions on ways to facilitate the data collection process. One coordinator from each ESP regional office was assigned the task of organizing the data collection in collaboration with a group of MoE facilitators. Before the actual data collection began, a refresher and coordination meeting was held, by the study consultant, with data collectors. Next quarter, ESP plans to finish data collection and analysis and produce a first draft study report in collaboration with the study consultant.

Furthermore, ESP initiated a proposition with PAT where data collectors would somehow be acknowledged by the academy given their expertise and data collection skills. This step is crucial given the ministry's need for skilled data collectors.

Sub-Task 3.6: Support the certification of local training units

ESP celebrated the certification of five more local training centers this quarter. Two are in Menofia governorate in (1) the Mudderia of Menofia and (2) Al Bagour Idarra; another is (3) Montazah in Alexandria governorate; and the final two are in (4) Sherbin idarra in Dakahlia governorate and (5) the Mudderia of Giza. During this quarter, ESP signed 13 collaboration protocols with local training centers to provide physical and technical support. In order to reach this point, ESP supported these training centers through various activities. The below activities took place in all regions to prepare the centers for accreditation:

- Hold an orientation meeting to explain quality training and introduce PAT's standards of accreditation to service providers;
- Invite an effective leader who has led his/her center through the process of certification in order to inform the new centers' potential challenges and how to overcome them;
- Organize exchange visits of key players from the new centers to other centers that have been through the process and achieved the goal of being certified;
- Sign a memorandum of understanding with the targeted training idarra through the educational Mudderia;
- Assist centers in their self-assessment process to identify their physical or technical needs;
- Assist these centers through improving their infrastructure by providing equipment such as computers, data shows, printers, furniture and air conditioners;
- Provide training for needed skills such as training management, planning for training, and how to prepare the portfolio for accreditation; and
- Provide assistance to locate funds for the implementing training.

Program Objective 4: District level instructional leadership strengthened

Sub Task 4: Work with MoE on strengthening its leadership capacity at Idarra level in contingency planning, data driven decision-making, and creating decentralized sustainable TPD models

Sub Task 4.1: Train 50 selected Idarras leadership teams on contingency planning Contingency Planning for Disaster Risk Reduction in the Education Sector

This sub-task was suspended on October 13, 2013.

Sub Task 4.2: Training and support to school leaders

This sub-task was suspended on October 13, 2013.

Sub-Task 4.3: Building the capacity of school based mentors. (10,000)

This sub-task was suspended on October 13, 2013.

Program Objective 5: Establish a participatory monitoring and evaluation system

Task 5: Establishing and operationalizing a Monitoring and Evaluation system

Sub-Task 5.1: Data collection tools are operational to report on all ESP activities.

ESP used new tools to collect data on ESP activities.

Sub-Task 5.2: Database for recording and generating reports on activities.

All participants and activities' data are recorded in ESP database.

Sub-Task 5.3 : Prepare and submit quarterly and annual reports on ESP.

The project routinely submits quarterly and annual performance reports on time.

Program Objective 6: An effective and appropriate communication strategy developed and applied

Task 6: Develop and implement program communication strategy

Sub-Task 6.1: Develop ESP Communication Strategy.

ESP is currently hiring consultants to document achievements and successes over the duration of the project.

Sub-Task 6.1: Document and track success stories in BoT and TPD components.

ESP will report on this sub-task in coming quarters.